

STRATEGIC SCHOOL PROFILE 2002-03

Elementary School K-6 Edition

Wolcott School
West Hartford School District

PLATO KARAFELIS, Principal
 School Type: Traditional/Regular

Telephone: 860-561-2300

This profile was produced by the Connecticut State Department of Education in accordance with CT General Statutes 10-220(c).

STUDENT ENROLLMENT

School Grade Range K - 5
 Total January Enrollment 499
 5-Year Oct. Enrollment Change 6.0%

**FACILITIES, 2001-02**

of Permanent General Classrooms 21
 # of Portable Classrooms 4
 Year of Original Construction 1957

SCHOOL NEED

Current and Past School Need	Year	School	District K-6 Schools	State K-6 Schools
% of Students Eligible for Free/Reduced-Price Meals	2002-03	16.4	13.0	28.8
% of K-12 Students with Non-English Home Language	2002-03	19.6	15.5	13.4
	1998-99	13.1	13.5	13.1
% of Students who Attended This School the Previous Year	2002-03	87.5	88.7	86.7
	1997-98	86.3	85.2	84.7
	Year	School	District	State
% of Kindergarten Students who Attended Preschool, Nursery School or Headstart	2002-03	76.8	85.3	75.9
	1997-98	83.1	73.5	70.4

Enrollment in Special Programs	Students in School	Percent in School	% in District K-6 Schools	% in State K-6 Schools
Bilingual Education and English as a Second Language Services (K-12)	56	11.2	7.0	5.4
Compensatory Education	70	14.2	13.2	25.1
Full or Extended Day Kindergarten	70	N/A	N/A	N/A
Gifted and Talented Program	23	4.7	3.5	2.3
Special Education	37	7.5	11.5	11.1
Prekindergarten	0	N/A	N/A	N/A

JANUARY STUDENT RACE/ETHNICITY

Race/Ethnicity	Number	Percent
American Indian	2	0.4
Asian American	62	12.4
Black	48	9.6
Hispanic	55	11.0
White	332	66.5
Other	0	0.0

Total Minority 2002-03 33.5%
Total Minority 1997-98 24.9%



EFFORTS TO REDUCE RACIAL, ETHNIC, AND ECONOMIC ISOLATION

Connecticut law requires that school districts provide educational opportunities for their students to interact with students and teachers from diverse racial, ethnic, and economic backgrounds. This may occur through programs with other schools, distance learning, or other experiences. Below is the description submitted by this school of how it provides such experiences.

In an effort to reduce racial, ethnic, and economic isolation, Wolcott School offered several distinct programs: The Hillcrest Area Neighborhood Outreach Center (HANOC), Town Meeting, and several site based planning initiatives.

HANOC is run in cooperation with Duffy and Webster Hill Elementary Schools. The center is on Hillcrest Avenue. Many lower income and minority children from this area attend our school. Through open houses and other events, elementary age students have been encouraged to visit the center for help with homework. Parent workshops and related services are also offered at the center. We have held faculty meetings at the center, sponsored individual families in need, and we have donated computer equipment and furniture to the center. Our school-based social worker coordinates the activities at Wolcott School with HANOC.

Our school holds a 40-minute Town Meeting every other Friday in the auditorium. All students and teachers attend. Everyone from our school community is also invited to attend. Town Meeting is a forum for sharing student accomplishments in academics, arts, leadership, and athletics. Each week we celebrate the accomplishments of children from all racial, ethnic, and economic backgrounds. Parent attendance at Town Meeting is consistently high and is representative of all families in our school community. Over time, all community members begin to realize that excellence is a goal that can be achieved by every student.

Finally, during the past three years we conducted a broad based, site based planning process to assess our school's mission, objectives, and tactics. Our four objectives are: Academics, Celebrating Children's Voices, Community Involvement, and Respect and Responsibility. The Academics objective seeks to ensure that all students in our school achieve academic mastery in all academic areas. The Celebrating Children's Voices objective seeks to ensure that all children in our school are heard and celebrated. The Community Involvement objective relates to strategies for inclusion of all students, parents, and teachers in the life of the school. The final objective, Respect and Responsibility, seeks to ensure that we implement strategies for promoting respect and responsibility within the school community. This year, we are dedicating our efforts to the redesign of our Room Parent model. Traditionally, Room Parents have hosted parties and coordinated events at the School Fair. This year, we are beginning an effort to have Room Parents work with other parents on developing the skills necessary to promote the academics in the home setting. We have also shifted our Title One program delivery to a more inclusion-oriented model. In this way our most vulnerable learners will no longer be pulled out of regular instruction. Instead, their remedial instruction will be delivered in the classroom in a manner that dovetails with regular classroom instruction.

SCHOOL RESOURCES

Instructional Time*	School	District K-6	State K-6
Total Hours of Instruction Per Year	984	984	986

*State law requires at least 900 hours for grades 1 through 12 and full-day kindergarten, and 450 hours for half-day kindergarten.

TECHNOLOGY



% of Classrooms, Libraries, and Laboratories Wired for:	School	District K-6	State K-6
Video	100.0	100.0	56.0
Voice	100.0	100.0	68.5
Internet Access	100.0	100.0	93.9
Multi-Room Network (LAN)	100.0	100.0	69.6

Computers	School	Dist K-6	State K-6
# of Students Per Academic Computer	3.6	4.7	4.5
% of Computers that are High or Moderate Power	100.0	99.8	95.0
% of Computers with Internet Access, All Speeds	71.5	94.9	85.2
% of Computers with High Speed Internet Access	71.5	94.9	81.2
% of Internet Computers with Filtering Software	100.0	99.8	86.4

This school does not have a functional satellite link.

LIBRARY MATERIALS

Free on-line access to periodicals, newspapers, and other resources is available to all Connecticut schools through the Connecticut Digital Library.

Print and Non-Print Materials	School	Dist K-6	State K-6
# of Print Volumes Per Student*	31.4	31.0	24.0
% of Print Volumes Purchased in the Last Three Years	3.9	12.6	16.1
# of Print Periodical Subscriptions	30	24.9	17.3
# of Non-Print Materials	147	255.4	421.6

*Because a certain number of volumes are needed for a library of adequate breadth and depth, a small school may need a higher number of volumes per student.

STAFFING RESOURCES



Average Class Size		School	District	State
Grade K	2002-03	17.3	19.2	18.3
	1997-98	23.7	19.6	19.0
Grade 2	2002-03	23.0	19.3	19.5
	1997-98	17.0	18.9	20.5
Grade 5	2002-03	19.5	21.0	21.6
	1997-98	21.0	22.4	21.6

School Staff Count Full-Time Equivalent	2002-03	2001-02
# of Certified Staff		
Teachers	37.6	34.7
Administrators	1.0	1.0
Library/Media Staff	1.0	1.0
Counselors, Social Workers, and School Psychologists	1.3	1.1
Other Professionals	1.9	1.9
# of Non-Certified Instructional	3.5	3.5

Professional Staff Race/Ethnicity	2002-03	2001-02	1997-98
% Minority	2.0	0.0	0.0
Professional Staff Experience and Training	School	District K-6	State K-6
Average Number of Years Experience in Connecticut	11.5	11.1	12.9
% with Master's Degree or Above	77.6	74.0	78.9
% Trained as Mentors, Assessors, or Cooperating Teachers	36.7	35.2	26.0

SCHOOL PROCESSES

Selected Subject Areas, Grade 5	Estimated Hours of Instruction Per Year			Computer/ Technology Supported
	School	District	State	
Art	36	36	30	No
Computer Education	0	1	17	N/A
English Language Arts*	420	415	430	No
Family and Consumer Science	0	0	1	N/A
Health	31	30	26	No
Library Media Skills*	18	18	18	No
Mathematics*	202	201	186	No
Music	36	36	32	No
Physical Education	54	54	40	No
Science*	76	79	96	No
Social Studies*	75	73	96	No
Technology Education	0	0	1	N/A
World Languages*	36	41	11	No

*Interdisciplinary Approach

World Language

Formal instruction (at least 1 hour per week) in a world language starts in grade 4 in this school. In Connecticut, 13.4% of K-6 schools have started world language instruction at this grade or earlier.

Types of Supplemental Instructional Services Provided to Students Lacking Basic Skills	Available in Mathematics	Available in Language Arts
Pull-Out Remedial Instruction	Yes	Yes
In-Class Tutorial	No	No
After School Program	Yes	Yes
Summer School (2002)	Yes	Yes
Other	Yes	Yes



Interactive Distance Learning

This school does not utilize interactive distance learning. Interactive distance learning ranges from on-line courses with student-instructor interaction via the internet to live classroom interaction through two-way audio and video transmissions.

Student and Teacher Statistics	School	District K-6	State K-6
% of Students Retained in Grade after 2001-02 School Year	0.8	0.8	1.9
Teacher Attendance, 2001-02: Average # of Days Absent Due to Illness or Personal Time	9.5	7.0	8.1
% Certified Staff Assigned to Same School the Previous Year	87.8	89.2	83.5

STUDENT PERFORMANCE


Connecticut Mastery Test, Third Generation, % Meeting State Goal: The state goal was established with the advice and assistance of a cross section of Connecticut educators. The Goal level is more demanding than the state Proficient level, but not as high as the Advanced level, reported in the No Child Left Behind Report Cards.

Connecticut Mastery Test, 3rd Gen. % Meeting State Goal	School 2000-01	School 2002-03	District 2002-03	State 2002-03
Grade 4 Reading	65	67.0	74.3	55.9
Writing	68	72.8	76.1	61.5
Mathematics*	69	69.9	80.9	60.4
All Three Tests	52.3	53.8	64.2	42.1
Grade 6 Reading	N/A	N/A	N/A	N/A
Writing	N/A	N/A	N/A	N/A
Mathematics	N/A	N/A	N/A	N/A
All Three Tests	N/A	N/A	N/A	N/A
Participation Rate	100.0	97.9	97.2	96.5

*Includes results based on an alternate form of the CMT due to an administrative irregularity



The figures above were calculated differently than those reported in the No Child Left Behind (NCLB) Report Cards. Unlike NCLB figures, these results reflect the performance of students with scoreable tests who were enrolled in the district at the time of testing, regardless of the length of time they were enrolled in the district.

Physical Fitness	School	District	State
% Passing All 4 Tests			
 Grade 4	8.6	45.4	32.6
Grade 6	N/A	N/A	N/A

Student Attendance	School	District K-6	State K-6
% on October 1, 2002	97.2	97.6	97.1

EVIDENCE OF SUSTAINED IMPROVEMENTS IN STUDENT ACCOMPLISHMENTS

Below is a summary, submitted by this school, of the major trends in student performance and accomplishments that indicate sustained improvement over time. Also, areas of need are identified and plans to address these needs are presented.

Students Performance

An analysis of the Connecticut Mastery Test for the 3 year period 2000 – 2002 (CMT 3rd Generation) demonstrates that Wolcott's students consistently improved their scores in reading, writing, and mathematics. The trends in the data are as follows:

- In reading, CMT scores for the past 3 years were 65%, 70%, and 73% respectively.
- In mathematics, CMT scores for the past 3 years were 69%, 81%, and 76% respectively.
- In writing, CMT scores for the past 3 years were 68%, 78% and 77% respectively.

Student Accomplishment

Over 2,000 pieces of excellent writing were submitted to the school's Magical Mailbox in the 2002-2003 school year. Each piece of writing was celebrated via one of our co-curricular academic opportunities. These include student dance companies, music composition, sign language, public speaking, and various displays.

Areas of Need and Plans for Improvement

Goals for the current year include a building schedule that will provide large blocks of time for skills-based group instruction at all grade levels. We have also begun the process of shifting support program instruction from a pull out model toward an inclusion model. We are piloting a new mathematics program at Grades 1, 2 and 5 and will make recommendations for program adoption at the end of the year. We are also installing a new, computer assisted instruction program in mathematics and we need to expand this program into the area of reading for the next academic year. We need to improve the model for involving parents in their child's education. Toward that end, we will work with the PTO and room parents to develop strategies and techniques that will enhance our effectiveness in that area.

SUPPLEMENTAL SCHOOL INFORMATION

The space below was optionally used by this school to describe aspects of the school not presented elsewhere in the profile. For instance, character education or programs designed to improve school climate may be described.

This year we received 8 grants from the Foundation for West Hartford Public Schools. These grants were submitted by individual teachers and are designed to enhance the instructional program across all academic areas. Specifically, through these grants we will be able to purchase telescopes, science books, and bring in master teachers among other things.

This year we completed a three and a half million-dollar addition and renovation of our school. The new additions include two new classrooms, a new art room, music room, library/media center, and four new special education rooms. Building enhancements include a fresh coat of paint, a new entrance, new flooring, an expanded computer lab, air conditioning in the library, lockers in the Grade Five area, and options for expanding the buildings capacity in the event of increased enrollment.

This year students, parents and teachers have worked to create a schoolyard habitat on a piece of town owned land adjacent to the school. We call this parcel of land, The Wolcott Children's' Forest. The forest is an integrated outdoor science project we are developing for use with West Hartford's Essential Science Curriculum. The forest contains four separate ecosystems (pond, marsh, forest, and meadow). We are already teaching integrated science units at all grade levels in the forest. Over time we hope to identify and classify every species of plant, animal, or insect living in the forest. We are also engaged in a process of reforestation that will take at least a decade to complete. This has required us to establish a nursery of indigenous trees and plants in the community gardens. This project is supported by the town, the school system, The National Audubon Society, and The National Wildlife Foundation.

Strategic School Profiles may be viewed on the internet at www.state.ct.us/sde. A more detailed, searchable SSP database, data tables, and additional CT education facts are also available at this site.

For the school/district website, see www.whps.org

